

Author Index, Volume 43

- Arnold, P.J.
The Preeminence of Skill as an Educational Value in the Movement Curriculum, (1) 66-77
- Bain, L.L.
Further Reactions to Newell: Knowledge as Contested Terrain, (2) 214-217
- Barrette, G.T.
see Rees, C.R., (3)
- Bressan, E.S.
see Gibbons, S.L., (1)
- Burwell, R.J.
Book Review: *Sport in the Classroom: Teaching Sport Related Courses in the Humanities*, by D.L. Vanderwerken (Ed.), (1) 98-101
- Corbin, C.B.
Further Reactions to Newell: Becoming a Field Is More Than Saying We Are One, (2) 224-229
- Corbin, C.B.
A Multidimensional Hierarchical Model of Physical Fitness: A Basis for Integration and Collaboration, (3) 296-306
- Feingold, R.S.
see Lidstone, J.E., (3)
- Feingold, R.S.
see Rees, C.R., (3)
- Gibbons, S.L., & Bressan, E.S.
The Affective Domain in Physical Education: A Conceptual Clarification and Curricular Commitment, (1) 78-97
- Graham, K.C.
The Influence of Teacher Education on Preservice Development: Beyond a Custodial Orientation, (1) 1-19
- Grove, J.R.
see McInman, A.D., (3)

- Harvey, J., & Sparks, R.
The Politics of the Body in the Context of Modernity, (2) 164-189
- Hellison, D.
The Whole Person in Physical Education Scholarship: Toward Integration, (3) 307-318
- Kissling, E.A.
One Size Does Not Fit All, Or How I Learned to Stop Dieting and Love the Body, (2) 135-147
- Lawson, H.A.
Specialization and Fragmentation Among Faculty as Endemic Features of Academic Life, (3) 280-295
- Lawson, H.A.
Three Perspectives of Induction and a Normative Order for Physical Education, (1) 20-36
- Lidstone, J.E., & Feingold, R.S.
Introduction—The Case for Integration and Collaboration, Reprise, (3) 241-246
- Loy, J.W.
Introduction—Missing in Action: The Case of the Absent Body, (2) 119-122
- Maguire, J.
Human Sciences, Sport Sciences, and the Need to Study People "In the Round," (2) 190-206
- McInman, A.D., & Grove, J.R.
Peak Moments in Sport: A Literature Review, (3) 333-351
- Meier, K.V.
Philosophical Anorexia, (1) 55-65
- Miller, L., & Penz, O.
Talking Bodies: Female Bodybuilders Colonize a Male Preserve, (2) 148-163
- Park, R.J.
On Tilting at Windmills While Facing Armageddon, (3) 247-259
- Penz, O.
see Miller, L., (2)
- Rees, C.R., Feingold, R.S., & Barrette, G.T.
Overcoming Obstacles to Collaboration and Integration in Physical Education, (3) 319-332
- Remley, M.L.
In a Different Voice, (2) 109-118

- Rintala, J.
The Mind-Body Revisited, (3) 260-279
- Smith, S.J.
Where Is the Child in Physical Education Research? (1) 37-54
- Sparks, R.
see Harvey, J., (2)
- Struna, N.L.
Further Reactions to Newell: Chaos Is Wonderful! (2) 230-235
- Theberge, N.
Reflections on the Body in the Sociology of Sport, (2) 123-134
- Thomas, C.E.
Further Reactions to Newell: A Rose by Any Other Name, (2) 218-223
- Thomas, C.E.
Locus of Authority, Coercion, and Critical Distance in the Decision to Play an Injured Player, (3) 352-362
- Veal, M.L.
Book Review: *Instructional Design for Teaching Physical Education: A Knowledge Structures Approach*, by J.N. Vickers, (3) 363-366
- Wade, M.G.
Further Reactions to Newell: Unravelling the Larry and Darryl Magical Mystery Tour, 207-213
- Wrisberg, C.A.
Book Review: *Human Motor Control*, by D.A. Rosenbaum, (2) 236-239
- Zeigler, E.F.
Book Review: *Fit for America: Health, Fitness, Sport, and American Society*, by H. Green, (1) 102-103